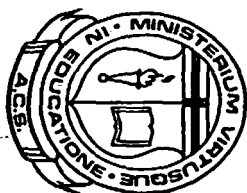
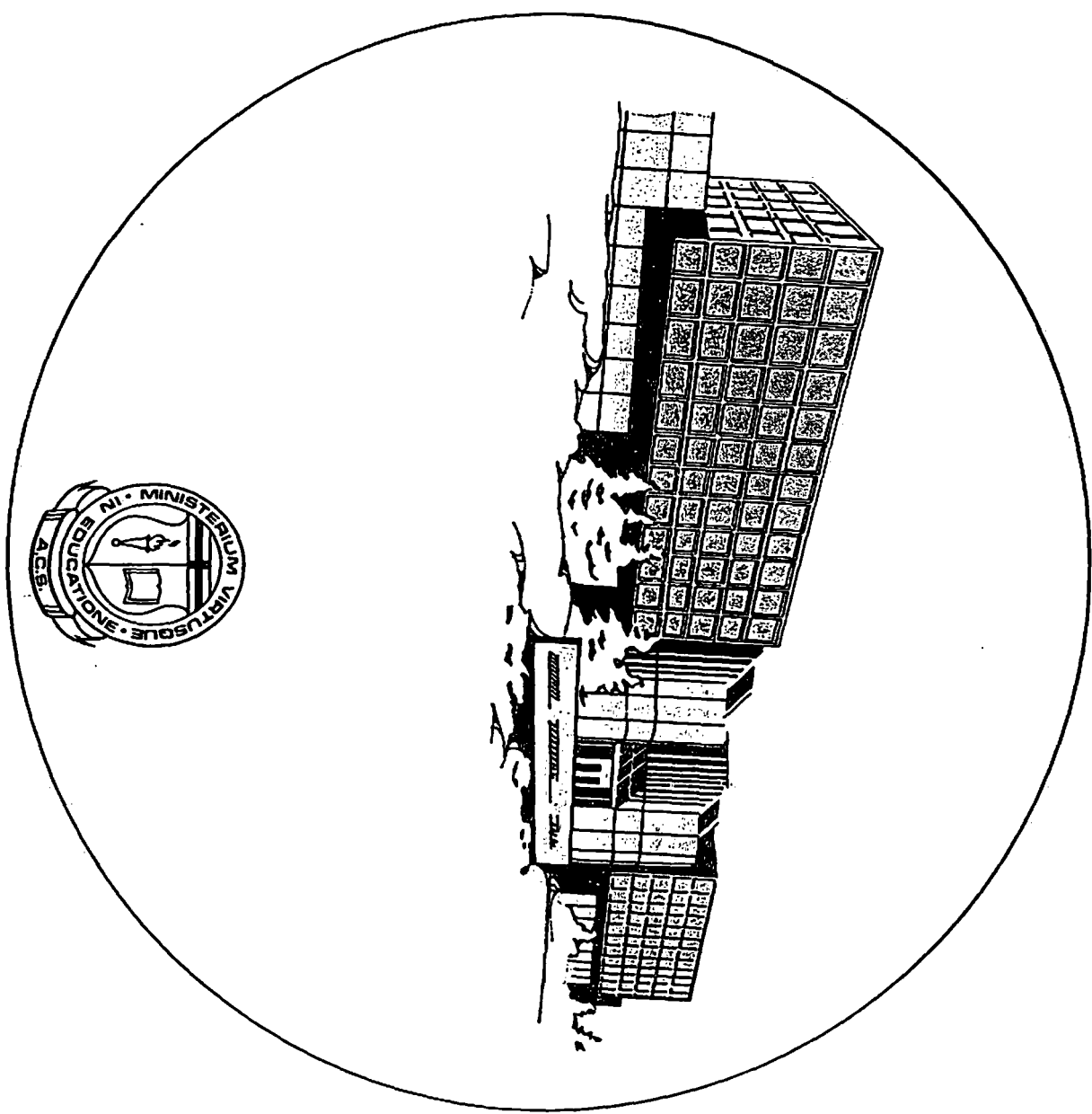


VISION FOR THE FUTURE
ROLE OF THE
ALBERTA CORRESPONDENCE SCHOOL
...A DISCUSSION PAPER

February, 1988



MISSION STATEMENT

The Alberta Correspondence School is committed to excellence and leadership in providing high-quality distance learning programs and services to the students and school systems of the province.

A VISION FOR THE FUTURE ROLE OF THE ALBERTA CORRESPONDENCE SCHOOL

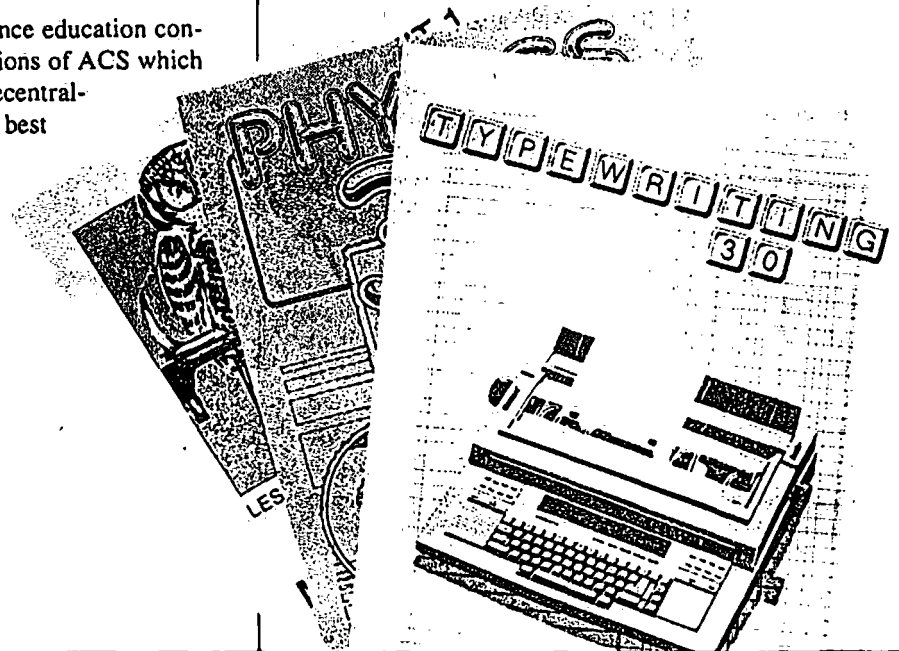
Introduction

It is clear that a redirection of the overall mandate and function of the Alberta Correspondence School (ACS) is necessary if the institution is to retain credibility and is to remain viable in providing high quality learning materials and services to students throughout the province. Major change must take place in the present approach to the design, development and delivery of products and in the use of effective technology-support systems. The range of clients served, and the manner in which distance learning services are provided throughout the province must be re-examined and new alternatives implemented. ACS programs and services must be redirected and expanded to include the changing needs of individual students as well as regular and low enrolment schools and multi-district distance education consortia. Expansion of the current mandate must also consider potential marketing of products and services nationally and internationally. To bring about these significant and critical changes requires greater use of technology and joint-venture initiatives within the current design-development-delivery functions of the ACS.

This proposal for redirection of the ACS is supported by global trends and the literature on distance education, and by similar responses of other institutions, worldwide, currently involved in reorganization and consolidation of distance learning functions and services within their jurisdictions. Critical to redirection of the ACS mandate and function is the notion of cost-effectiveness and equity of educational opportunity regardless of learning circumstances or geographical location.

What is proposed is a distance education concept that focuses on those functions of ACS which are best done centrally; and decentralizes those functions which are best carried out regionally by local school authorities directly involved in the education and schooling of Alberta students.

The proposal also introduces alternatives to present modes of operation. These alternatives are intended to reduce or eliminate a number of long-standing problems that have plagued the ACS operation. For example, the proposed plan for the redesign of ACS courses will reduce delays in turnaround time for lesson marking and the costs associated with lesson-by-lesson marking.

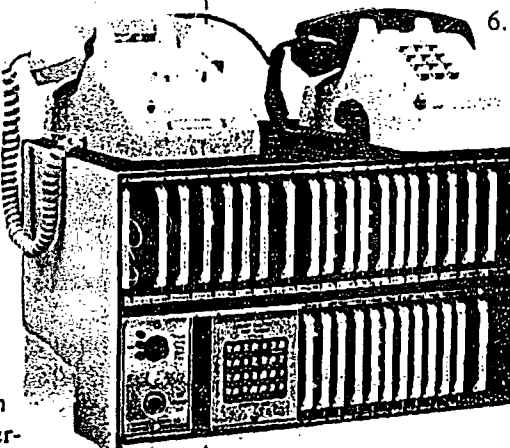


The Vision

The long-term future envisions ACS becoming a world class semi-privatized institution primarily involved in producing high quality instructional packages adaptable to a wide range of learning circumstances and needs, and deliverable in alternative modes to a wide range of clients provincially, nationally, and internationally. The realization of this vision would require a major shift in the governance of the institution and its linkages with government, the private sector and potential clients. The notion of a semi-privatized institution partially funded by government, and partially self-supported by broad marketing of products and services would establish new independence in the institution's governance and in the manner in which the ACS would function. This independence would open new doors of opportunity for funding, partnership, joint-venture initiatives, and affiliations with others. The benefits of semi-privatized organizations operating within government and private industry are clearly and demonstrably advantageous to both sectors. Recent semi-privatization initiatives within government at both the provincial and federal levels support this view for change in the institution's future mandate and function.

The long-term vision of semi-privatization of ACS operations cannot be accomplished without deliberate, systematic and incremental transition. A number of critical short-term initiatives supported by full government commitment and funding at the front end are needed to transform the ACS to the goal state described in the vision statement. These initiatives would include:

1. Developing a comprehensive departmental policy for the coordinated future of distance learning in Alberta and establishing the ACS as a distance learning resource design-development-delivery centre for the province.
2. Coordinating and directing present initiatives (e.g., the Distance Learning in Small Schools Project, ACCESSing Key Concepts) and proposed initiatives (e.g. the Centres of Excellence Project, the Advanced Learning Systems proposal, the ACS course redesign proposal and others as outlined in Appendix A) toward a new design, development and delivery function of the ACS.
3. Establishing effective long-term support systems built on partnerships and joint ventures between Alberta Education, the Council of Ministers of Education (Canada), school systems, the private sector and other distance learning institutions (e.g., Athabasca University, Southern Alberta Institute of Technology, other provincial institutions).
4. Re-examining and possibly redirecting current relationships and funding mechanisms with existing agencies (e.g. ACCESS, Regional Film Centres, the Canadian Distance Learning Development Centre) to maximize support for the transition of the ACS.
5. Directing or redirecting potential projects (e.g., The Educational Development Computer Software project) in a manner productive and supportive to the long-term transformation of the ACS.
6. Reorganizing the ACS in accordance with new design, development and delivery functions, and restructuring other departmental/branch mandates as necessary.
7. Securing the necessary political endorsement and commitment to the proposed vision, and directing or redirecting interdepartmental initiatives to achieving the goal state of ACS.
8. Marketing of decentralized distance learning services to individuals or consortia-based jurisdictions.
9. Securing the necessary funds (R.F.D.'s) to implement short-term initiatives (e.g., daytime R.I.T.E. teleconferencing upgrading).



Mandate and Key Functions

1. Mandate

The primary mandate to provide high quality instructional programs and services to Alberta students (age 6-19) and to school systems would remain as the major objective of the institution. This mandate would remain relatively unchanged. However, the processes by which the programs and courses are designed, developed and delivered to meet a diversity of client needs, and to accommodate emerging and powerful artificial intelligence and telecommunication technologies, would require significant change in order to realize this vision. Recent legislation recognizing the rights of French minorities in Alberta would have an impact on providing courseware in the French language.

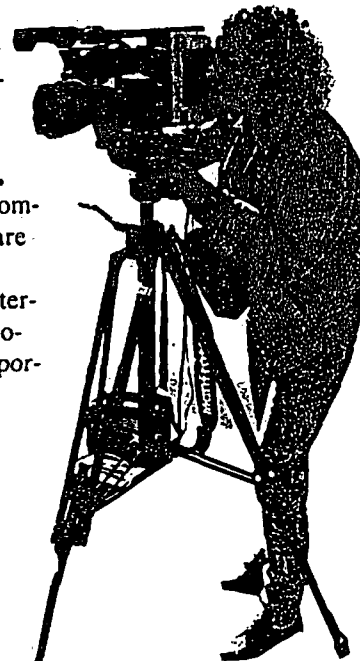
A secondary mandate for the ACS is the provision of services to students age 19 and over who require basic education and upgrading programs. This mandate will require re-examination in terms of Alberta Education's responsibility as proposed in the new School Act. Articulation with post-secondary institutions is also necessary.

The following sections describe briefly the proposed changes in the design, development, and delivery functions of the ACS.

2. The Design Function

The proposed direction for redesign of ACS courses includes the following major design elements:

- a. utilization of learning system techniques (concept/skill mapping, curriculum networking and sequencing of learning objectives)
- b. multimedia alternatives – increased media intervention and options involving combinations of print, audio, video and computer software
- c. challenge alternative – provides an opportunity for senior high school students to advance on the basis of ability and achievement by successfully challenging course content



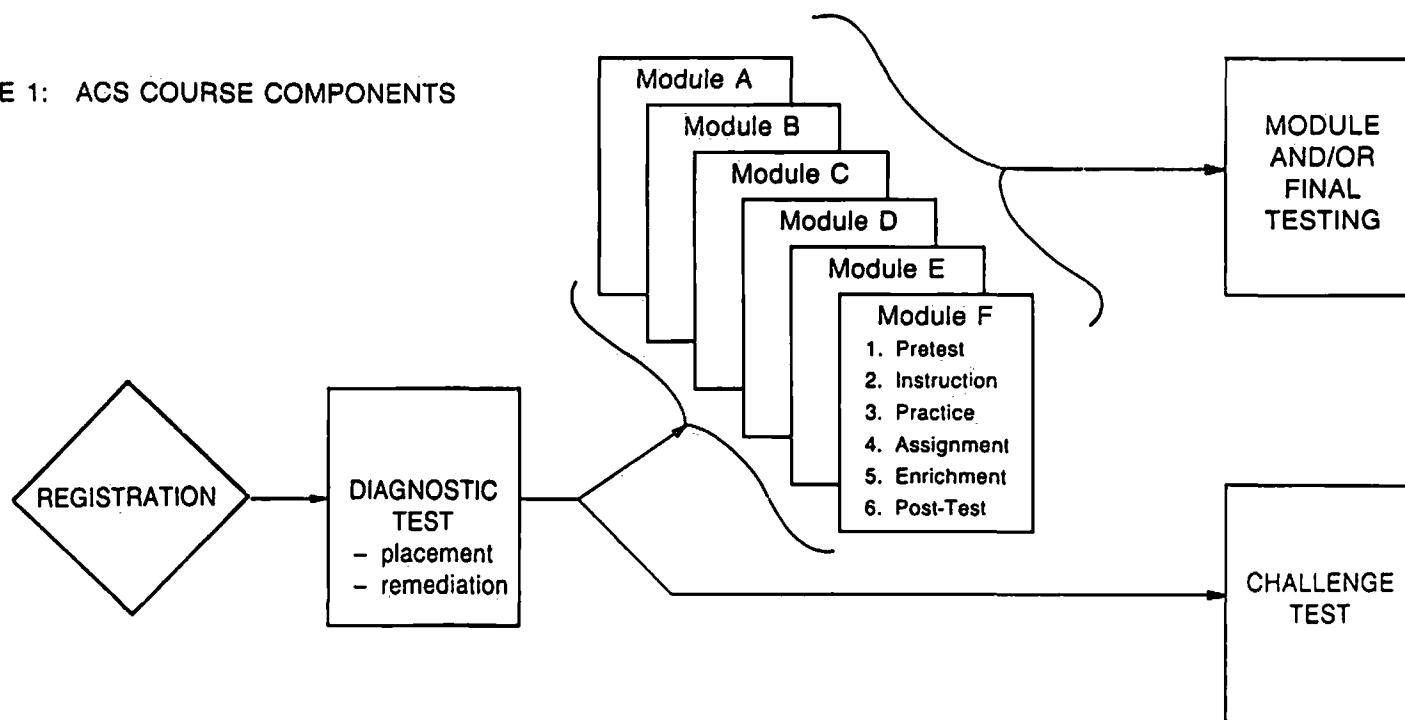
- d. paced and non-paced alternatives – in a paced course approach the ACS would regulate the lesson sequence and at appropriate intervals provide instructional tutorials for students. In addition, a paced course facilitates the use of teleconferencing processes with a larger group of students at fixed points. The non-paced approach is regulated by the individual student in accordance with his or her own learning rate and circumstances
- e. remediation and enrichment alternatives – additional lessons will be provided based on diagnosed student needs
- f. modularization of the instructional program – each course will be divided into four to six modules. With the greater use of self-assessment techniques, modules will reduce the ACS marking load, turnaround time, and postage costs. In addition, printing costs will be reduced, as students will receive only those materials that they need at each point of their learning
- g. use of a design team – each course will be developed involving a number of people with specialist expertise (e.g., subject matter, learning psychology, instructional design, evaluation, and media design)

- h. diagnostic assessment and remediation – each course is preceded by a diagnostic test to determine the student's physical, cognitive and affective abilities. This information helps to estimate the student's strength, learning styles and weaknesses and is used for module, course and/or grade placement
- i. differentiation of learning experiences – learning experiences are differentiated on the basis of student learning styles and taxonomic categories (knowledge, application and high mental processing).

Implementation of these design elements will result in increased individualization of instruction. The learning experience will be personalized to reflect the individual's rate of learning, ability level and preference for a particular instructional mode. At the same time, it is expected that the redesign of ACS courses would reduce lesson turnaround time, printing costs, postage and costs associated with lesson marking.

Further description of the proposed course design is presented in *A Proposed Direction for Redesign of ACS Courses*, prepared by ACS staff. The following diagram (Figure 1) summarizes the major components of each course.

FIGURE 1: ACS COURSE COMPONENTS



EACH MODULE CONTAINS COMBINATIONS OF

MANAGEMENT

SUPERVISOR
BOOKLET

PRACTICE
BOOKLET

ASSIGNMENT
BOOKLET

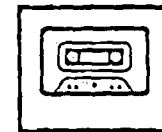
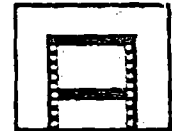
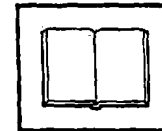
INSTRUCTION

INSTRUCTION
BOOKLET

BACKGROUND
OR REMEDIAL
BOOKLET

ENRICHMENT
BOOKLET

MEDIA/MATERIALS



3. The Development Function

The development function would change significantly from largely in-house development to partnership/joint-venture initiatives with school districts, the private sector (commercial publishers - provincially and nationally, software producers), and individuals or companies with particular subject area and/or instructional design expertise. Affiliations with other provincial distance learning institutions would be pursued to take advantage of the efficiency and cost sharing benefits associated with joint-venture development, acquisition, or licensing rights to adapt and distribute materials developed elsewhere. While this direction would be pursued, in-house development of courseware (print, media, software) materials would continue in combination with the development alternatives noted above. In-house development is essential in order to tailor instructional materials to meet distance learning needs, and to develop materials that are needed to bridge or support other key components (e.g., teacher guides, assessment instruments, concept maps).

Production capabilities would have to be enhanced within the ACS and/or contracted out. These include print and multimedia materials (audio, videocassette, computer software). The use of any particular development option would be influenced greatly by the type of media needed (e.g., software) and the most efficient and productive means of producing or obtaining it (e.g., by direct acquisition).

The various options for redirecting the development function are illustrated in Figure 2.

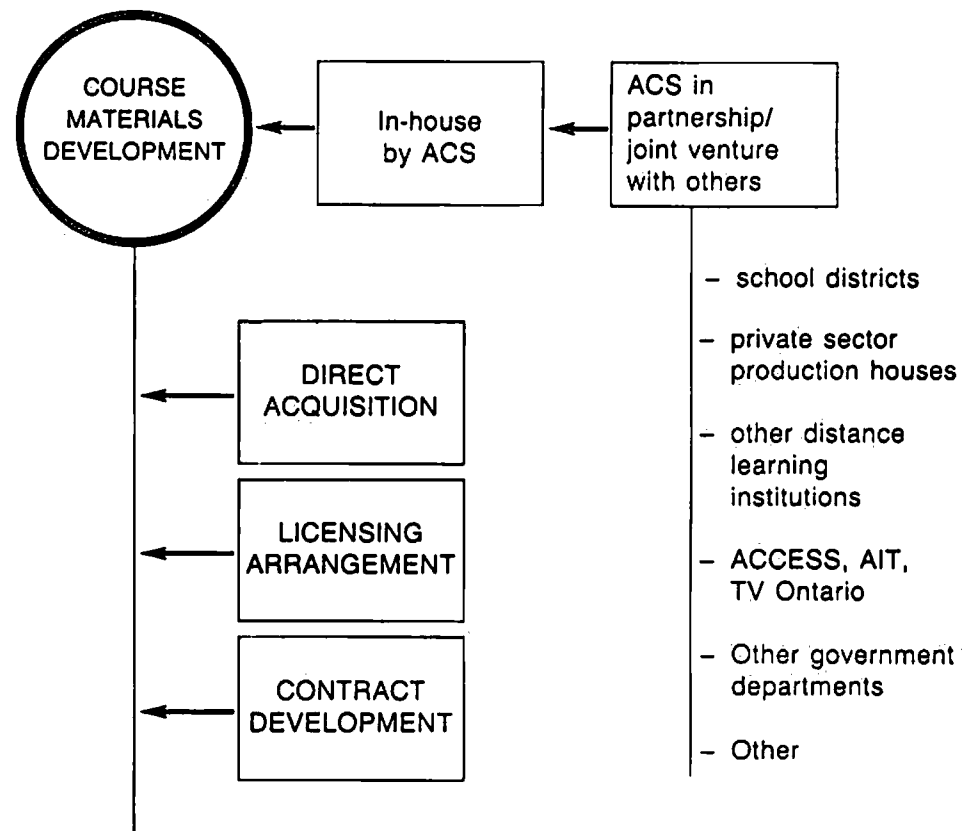


Figure 2: Overview of Development Partnership Options

Critical to the proposed redirection of the development function is the potential to direct or redirect existing or planned initiatives and funding mechanisms to assist the ACS in offering a diversified menu of courseware formats. Greater priority and control of the ACCESS principal role funding pool may be necessary to ensure either acquisition or development of necessary media materials needed to support the instructional program. Alternatively, a portion of the funds allocated to ACCESS or a new funding pool could be turned over to the ACS to directly develop, acquire, or contract needed media materials. Similarly, potential RFD projects such as the Educational Software Development initiative could be directed, and managed by ACS, to support development of distance education and regular school delivered instructional software.

There are many obvious difficulties with the concept of development proposed herein. In the area of joint ventures with commercial publishing houses, matters concerning distribution of material at a fee outside of the Province would have to be resolved, including copyright and right to public domain.

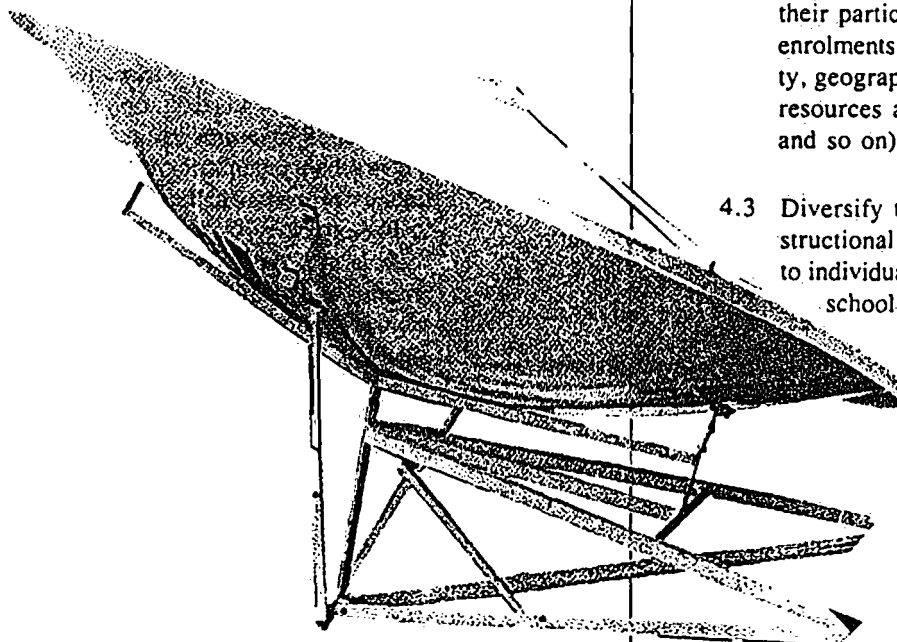
Another area of negotiation involves the tendering process and agreement between Alberta Education and commercial publishers in the development of custom written texts for the Province. Rights to adapt and distribute complete texts or portions thereof are sensitive

issues within the publishing industry. These types of contractual agreements are difficult to negotiate and to protect. Inevitably they add to the price of the tendered text. However, the cost of producing a textbook by in-house development is also inefficient and costly.

4. The Delivery Function

Redirection of the delivery function is perhaps the most significant shift and critical step in the transformation of the ACS if it is to achieve the vision goal state. This function of the ACS operation would:

- 4.1 Change significantly the role of the ACS from centralized delivery of ACS materials and services to one assisting regionalized carriers of distance learning (i.e., local school authorities, Further Education Councils). The ACS would also provide improved service to students wishing to take correspondence lessons directly through ACS.
- 4.2 Expand the range of potential users from individual students and low enrollment schools to include regular schools seeking alternatives in programming and instruction. New services would be provided to multi-district distance learning consortia who by choice have opted to join forces to deliver ACS materials given their particular circumstances (i.e., low enrolments, restricted program availability, geographical isolation, limited school resources and technology support base, and so on).
- 4.3 Diversify the means by which ACS instructional programs would be delivered to individual students, individual schools, school districts, or consortia, given particular needs and circumstances. These may include traditional mail/courier delivery, on-line digitized downloading (e.g., computer software, facsimile, telewriter and satellite transmission).



The particular delivery mode from the ACS would vary depending on preferred instructional format, circumstances, and technological resource base and capability at the receiving site. It is unlikely that all regions of the province or potential users are equally equipped or would prefer common instructional formats.

4.4 Introduce alternative delivery and service options between ACS and clients within the province that could include:

- a. full contracted services i.e., a school jurisdiction would contract ACS to provide full distance learning programs and services. In this arrangement teacher-facilitators at the school level would provide guidance and instructional assistance to students using ACS programs. Assistance from subject specialists would be available from ACS as needed. Increased tutorial service possibly through the use of daytime teleconferencing on Regional Information Telephone Enquiries (R.I.T.E.) lines would increase substantially the quality of tutorial service provided to students from ACS.
- b. purchase of ACS courseware only, i.e. a school or school jurisdiction would deliver its own lesson tutorials, handle the marking and be responsible for accreditation of its student program. This would be feasible in many jurisdictions where a number of low

enrollment schools exist and where learning/programming could be organized with centrally located subject area specialists assisting teacher-facilitators working in the regional areas. Telecommunication technologies (e.g., teleconference bridges, telewriters, FAX, computer-conferencing) exist to facilitate these organizational arrangements at reasonable cost.

- c. Purchase of ACS materials by regular schools through the Learning Resources Distributing Centre (L.R.D.C.) as an alternative to conventional instruction and programming. Given the features of the proposed course design (modularized programs, high media intervention, alternative media format, CML, diagnostic and challenge assessment) the application and adaptation potential of ACS materials to meet alternative school organizations (e.g., continuous progress-challenge concepts at Bishop Carroll, the ABC project schools in Calgary Public) offer increasing and interesting options to any school or school jurisdiction. The proposed Olympic school in Calgary is a potential user of continuous progress/challenge programs developed by the ACS.

4.5 Diversify the instructional program format options available to students. These options would accommodate differences

in learning style (e.g., visual media for visual learners), learning handicaps (e.g., audio presentation for visually impaired), and offer high-tech options to students (e.g., interactive computer/media courseware to students).

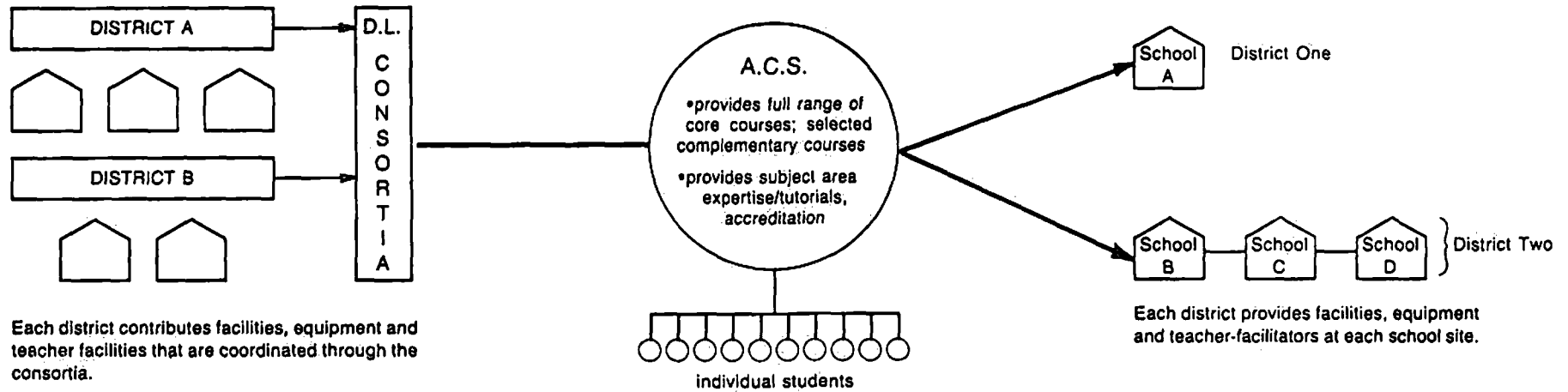
Figure 3 provides an overview of the various delivery options just described.

As low-cost technology and support systems emerge the implementation of a highly diversified approach to delivery of instructional programs regionally or centrally becomes increasingly promising. The daytime use of dedicated R.I.T.E. lines from a teleconferencing bridge at ACS to all R.I.T.E. centres could provide enhanced low-cost service throughout major centres of Alberta. These R.I.T.E. centres could be connected directly by dedicated lines to mini-bridges at schools. If implemented, this teleconferencing system could greatly enhance the interactive tutorial instructional service available from the ACS.

Full political support and commitment to daytime use of dedicated R.I.T.E. lines would be required in order to realize this objective. Partnership and sharing arrangements with post-secondary institutions (e.g., SAIT) presently using R.I.T.E. lines during the evening would provide increased access to and availability of programs to a wide range of users. Figure 4 outlines the concept of daytime use of dedicated R.I.T.E. lines for distance education purposes.

FIGURE 3: OVERVIEW OF DELIVERY OPTIONS

OPTION 1: DIRECT SERVICE



OPTION 2: PARTIAL SERVICE

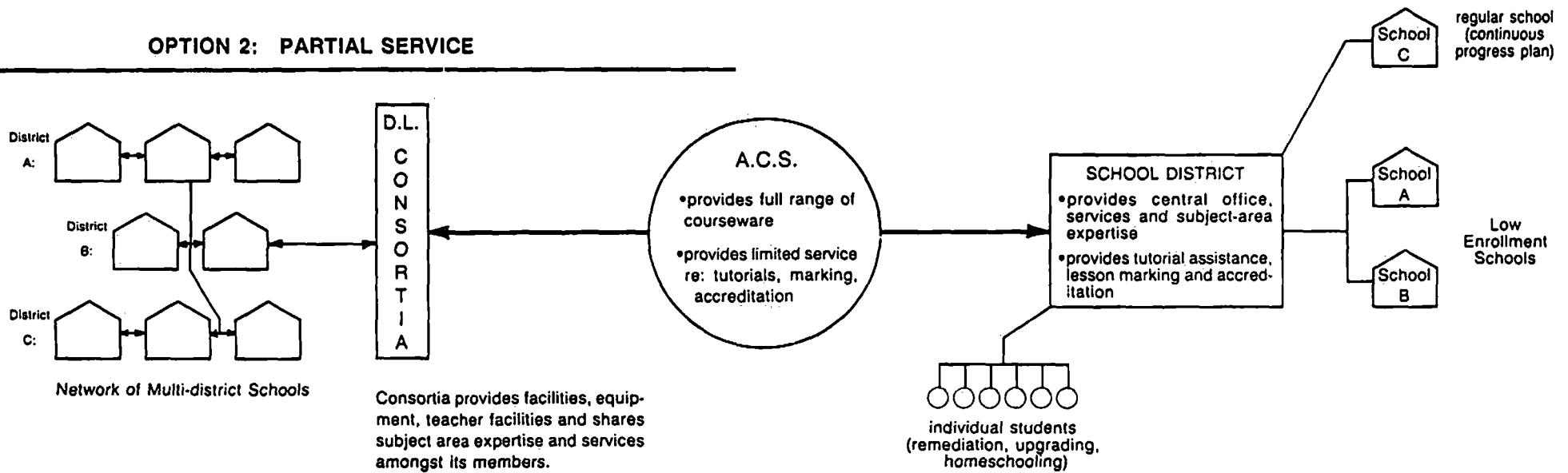
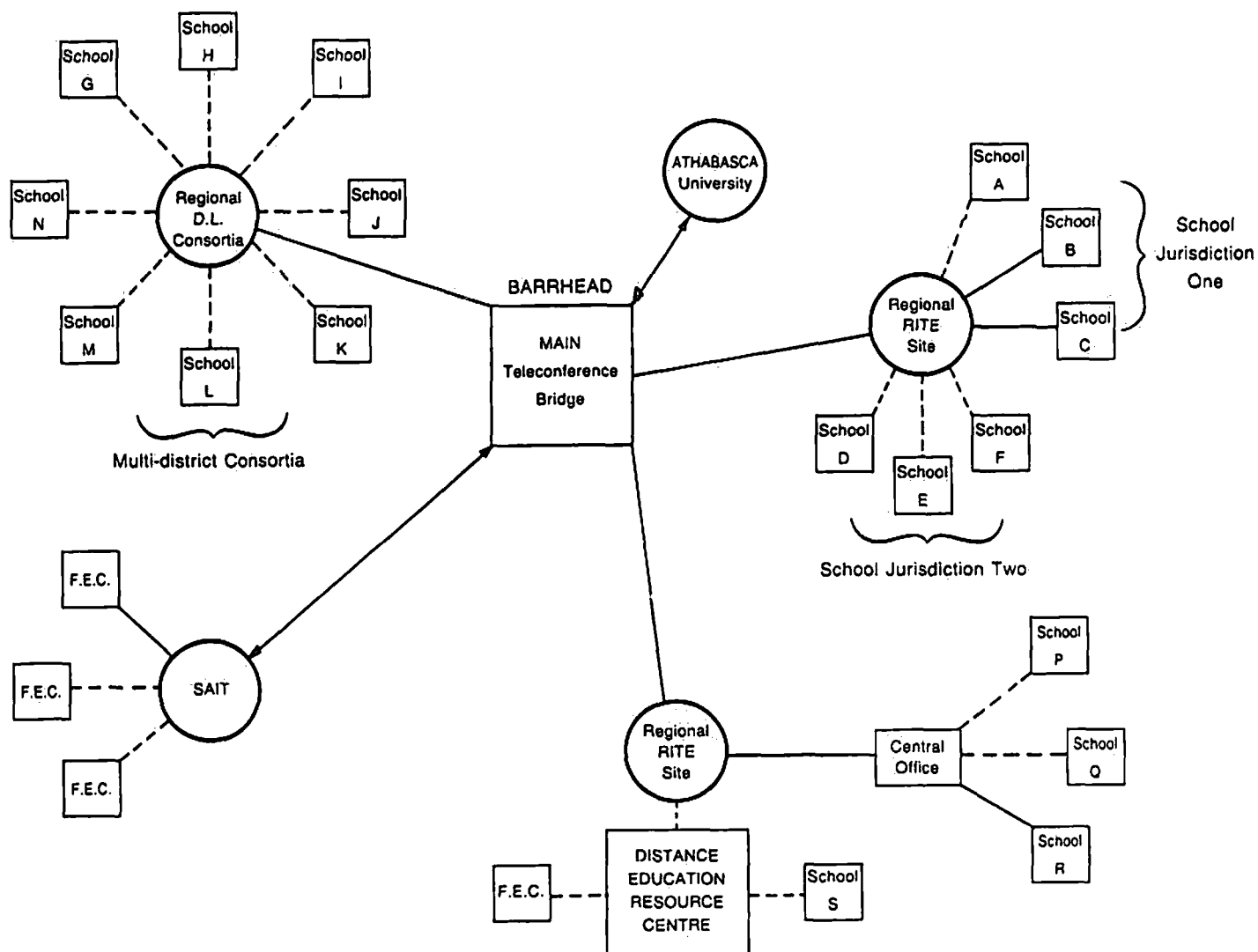


Figure 4: DEDICATED RITE LINE TELECONFERENCE



5. Marketing

Future success of the ACS and marketing of ACS products and services will be highly contingent on the production of high quality learning packages that are reasonable in cost, user friendly, attractive and effective in meeting expressed learning outcomes. The future image of ACS must be positive, and its products and services must be, and must be perceived as being, a better alternative to present resources and schooling practise. The means of achieving this goal are through the mechanisms outlined in the redirection of the design-development-delivery functions noted earlier in this paper.

Future marketing of the ACS image and its instructional programs and services would be directed toward potential clients provincially, and secondarily, to those whose needs and interests in distance learning lie outside of the province. As noted in Figure 3, provincial users include students served directly by ACS, or by regional carriers (e.g., local school authorities, multi-district consortia, adult upgrading agencies) engaged in regular or distance education delivery. The needs of regular schools for high quality and media intensive instructional programs represents a substantial market for future ACS courseware and services. As regular schools compete for students within and outside district boundaries and are forced to "market" their school, they readily seek alter-

native organization and schooling concepts. The proposed reformat of ACS courses would provide an attractive design and management feature that would be capable of adaptation and implementation in a wide range of alternative education concepts. The ACS may also provide more cost-effective alternatives for school districts limited in student enrollment and resource base.

The provincial, national and international context also introduces other attractive marketing opportunities given adult illiteracy, minority/culture differences, (e.g., native education, retraining and advancement initiatives for women. These needs are representative of social, economic, technological and institutional change. Demands for high standard and accredited basic education programs by individuals, adult upgrading institutions, private schools, third world countries, and others are increasing. It is toward this sector that future marketing of ACS programs would be aimed.

6. The Technology Link

The technology link must be dealt with in terms of internal functions (i.e., production, development) and external functions. These external functions include delivery, access and

retrieval services (i.e., telecommunication-teleconferencing; on-line digitized transfer, satellite broadcast) available to the user. Each of these functions require a different role for technology and diversity in the use and application of technology.

Internally, appropriate technology, technological processes and support systems are required to carry out the design and development functions in a manner that is consistent with intended and preferred delivery to regional users. The Advanced Learning Systems for the Design, Development and Delivery of ACS Programs proposal is critical to establishing the network technology infrastructure for the design component and preparing courseware with the various design features outlined earlier. In addition, enhanced print media product capabilities within the ACS, would be needed to produce the instructional program formats outlined.

Externally, a technology communications network that could provide two-way links to regional service centres and classrooms is needed. These communication links must be capable of delivering audio, video and digital information to the decentralized centres either by ground transportation or electronic delivery. Hence, a diversified approach to delivery must be considered the most optimal and cost-effective means of communication to users.

It is evident from experiences of other agencies and institutions in distance education that present modes are less than satisfactory in terms of long-term cost-effectiveness and acceptance. As new technologies emerge (e.g., ISDN) the effectiveness of telecommunication delivery is expected to increase. Telecommunication networks such as teleconferencing appear to be effective interim delivery modes until the newer technologies are fully developed, tested, implemented and proven to be effective.

The establishment of a teleconferencing bridge at ACS that would extend to regional centres and schools through the government R.I.T.E. line offers exciting opportunities for low-cost interactive tutorial service to students. This network system needs to be explored seriously within government as it offers both immediate and long-term benefits to the educational community. Combined with high-quality materials at the learning/school site, and access to subject area experts at ACS or regionally, education can be delivered in a manner that is equitable in access and reasonable in cost.

Figure 5, represents a fully-fledged educational delivery system involving conventional and high-tech mechanisms. This concept, developed by Warren Hathaway, offers a long-term goal for the department.

Further planning for the integration of technology within the ACS operation will be dealt with in a future proposal.

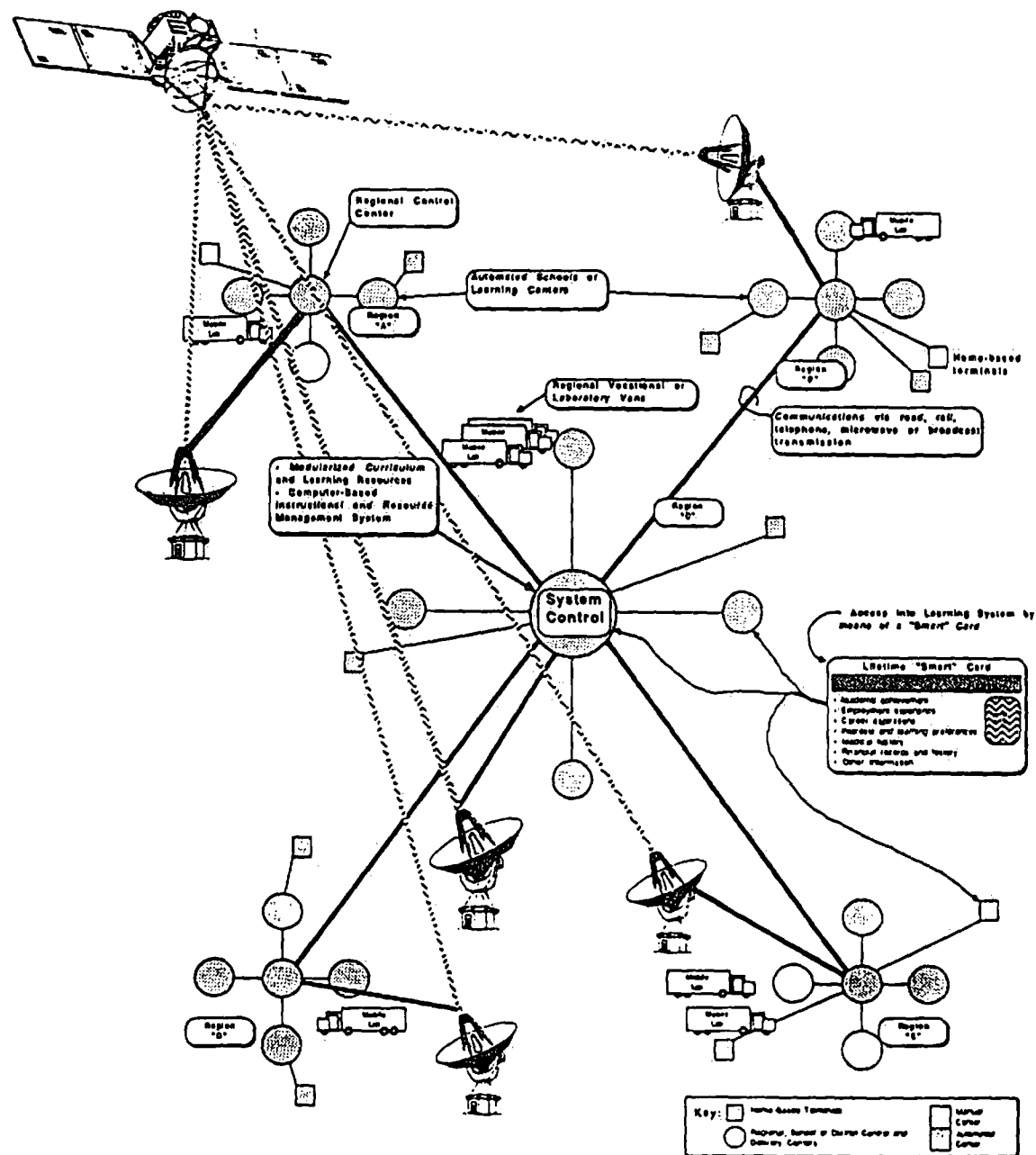


Figure 5

7. Implications for Reorganization and Staffing

Reorganization of the ACS will be necessary in order to achieve the proposed changes in direction and function as outlined in the design, development and delivery components of this paper. It is expected that many of the changes could be accomplished through realignment of units within the institution, and through redeployment of present staff depending on expertise needed and available internally. Since the new direction introduces new functional responsibilities (e.g., media production, instructional design) this would require additional expertise that does not exist within the ACS. Flexible and alternative arrangements that involve the sharing of expertise and services in other department branches (and possibly other government departments), and the use of external contractors would minimize, but not eliminate the need for additional permanent staff.

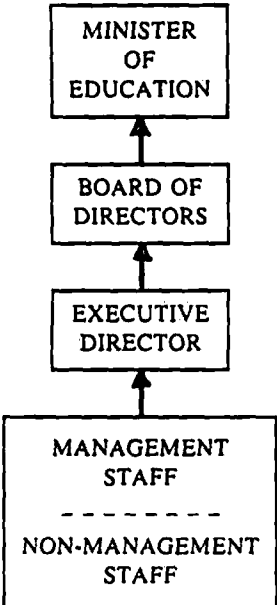
From an internal ACS organizational perspective, existing divisions/units would be realigned in varying degrees and others created to accomplish new functions. The introduction of technology support systems (e.g., teleconferencing, computer software development and applications) within all three functions of design, development and delivery would require new units of organizational responsibility and lines of management.

Other options for reorganization exist from a department-government perspective. One option is the establishment of a Distance Learning Services Branch within Alberta Education which would consolidate the distance learning services and functions of ACS and Curriculum Support Branch. A second option would be the formation of an interdepartmental and government agency similar in structure and mandate

to the newly formed Distance Education and Technology Branch in Manitoba, or the Open Learning Authority in British Columbia. This option combines the distance learning functions of basic and post-secondary education of the media services component within one provincial distance learning agency.

A more detailed plan for reorganization of the ACS is proposed as the subject for a future paper pending decisions on the vision outlined herein. It is recommended however, that a change in name be made for the ACS to signal the philosophical and organizational shift from "correspondence" to distance learning. It is proposed that *Alberta Distance Education Centre* be considered.

OVERVIEW OF COMPONENTS INTEGRAL TO THE VISION FOR THE FUTURE ROLE OF THE

VISION	MANDATE	DESIGN CONCEPT
semi-privatized concept partially funded by Government and partially self-supported	PRIMARY MANDATE: Alberta students (age 6-19) Alberta school jurisdictions Provincial resident students	utilization of learning system processes and databases multimedia format alternatives challenge opportunities paced and non-paced instruction/programming modularization of courses diagnostic assessment and remediation differentiation of learning experiences utilization of design teams in course authoring validation of course content
Governance:  <pre> graph BT MS[MANAGEMENT STAFF ----- NON-MANAGEMENT STAFF] --> ED[EXECUTIVE DIRECTOR] ED --> BD[BOARD OF DIRECTORS] BD --> ME[MINISTER OF EDUCATION] </pre>	SECONDARY MANDATE: Alberta adults (age 19 and over) Alberta post-secondary institutions and organizations out-of-province students out-of-province school jurisdictions	

ALBERTA CORRESPONDENCE SCHOOL

DEVELOPMENT CONCEPT

continuation of in-house development

increased development involving joint-ventures with:

school districts

private sector

other distance learning institutions, provincially and nationally

ACCESS, AIT, TV Ontario

other government departments

greater utilization of:

direct acquisition of instructional products

licensing arrangements

contract development

DELIVERY CONCEPT

improvement of programs and services to individual students through technological support systems (e.g., teleconferencing, interactive software)

shift in role from primarily a centralized deliverer of programs and services to one of assisting regional delivery of distance learning by school authorities, multi-district distance learning consortia and other agencies

availability of high-quality instructional programs to regular schools involved in alternative schooling concepts (e.g., continuous progress at Bishop Carroll)

diversity of options for learner-teacher interaction and organization for learning/instruction alternatives include:

use of ACS materials and services by teacher-facilitators in low-enrollment schools. Subject area expertise and lesson tutorial provided directly by ACS through teleconferencing

provision of ACS courseware to individual school jurisdictions or multi-district consortia providing regionalized service. Local authorities provide lesson tutorials, subject area specialists and accreditation

diversity in modes of delivery to include on-line digitized downloading, satellite broadcast (VSAT), RTE teleconferencing

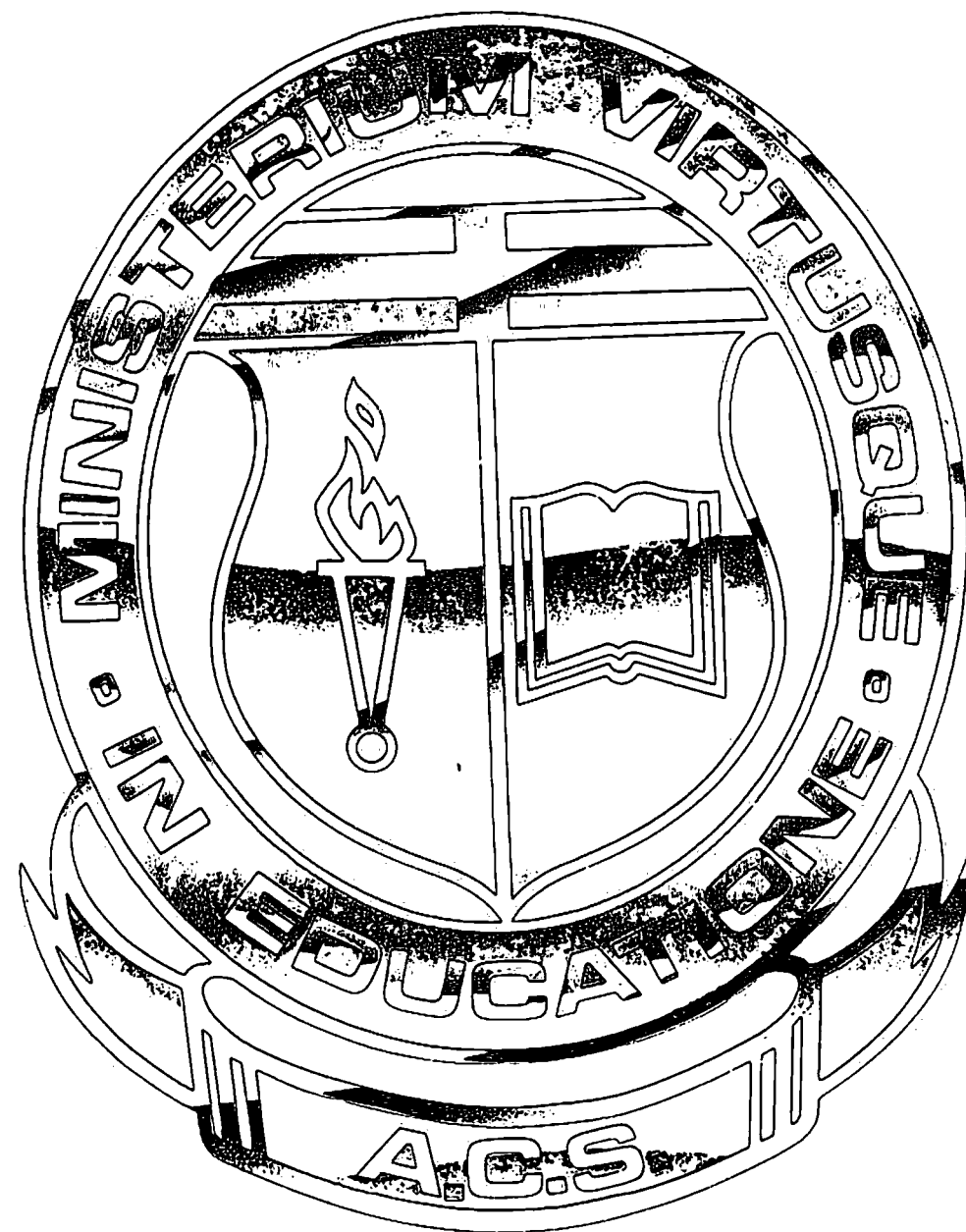
MARKETING CONCEPT

expansion of marketable products and services to school districts, multi-district distance learning consortia, and post-secondary institutions in Alberta

marketing to distance learning institutions nationally and internationally

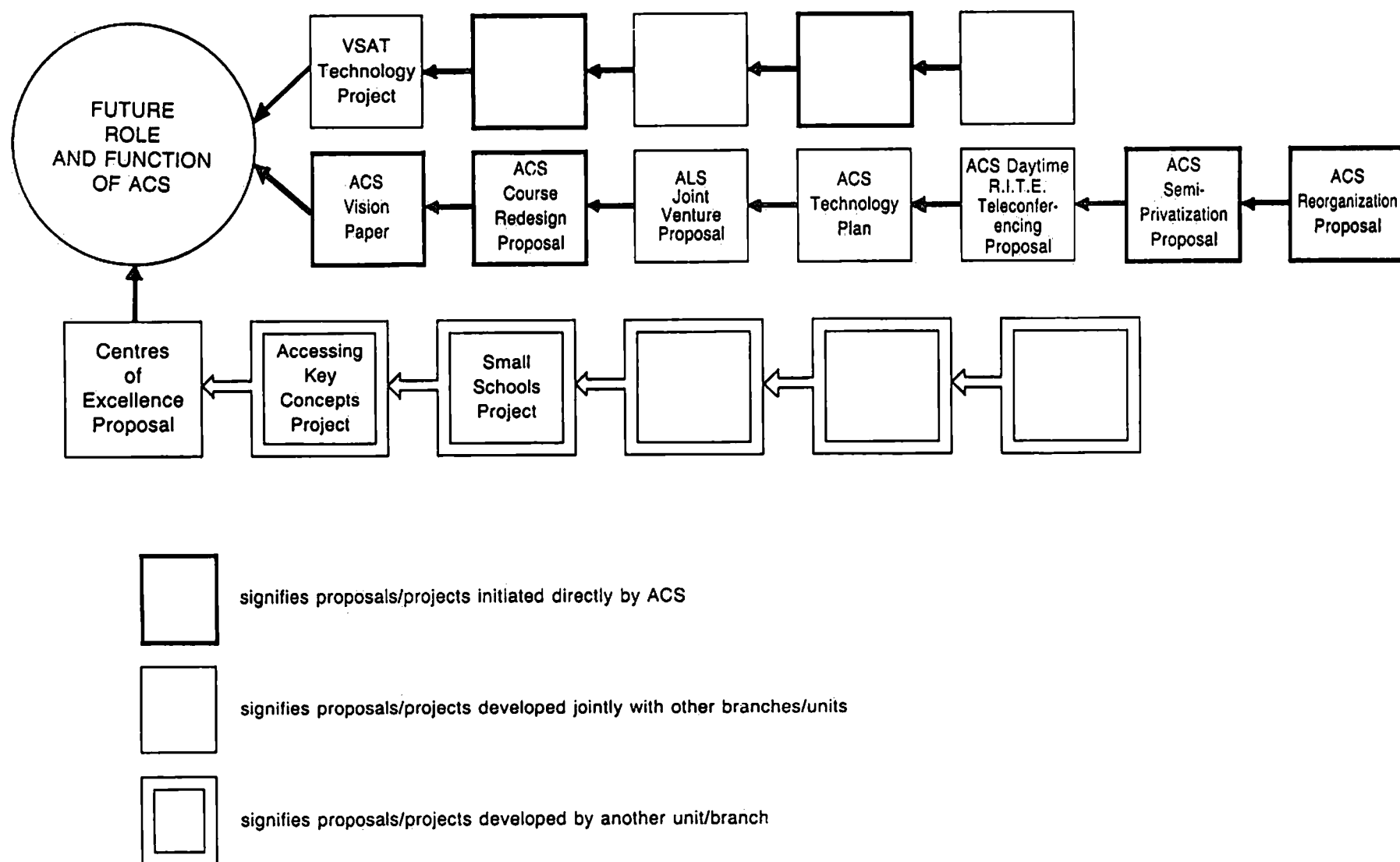
marketing of accredited programs to students outside of Alberta

sale of materials to regular schools



APPENDICES

APPENDIX A:



APPENDIX B

COMPARISON OF CURRENT AND PROPOSED FUNCTIONS

DESIGN OF DISTANCE LEARNING COURSEWARE

CURRENT

1. Print oriented with limited media or computer software intervention.
2. Workbook oriented; read and do.
3. Non-modularized.
4. Limited self-appraisal/diagnostic mechanisms.
5. Single tracked i.e., learning in a linear, sequential mode.
6. Non-individualized/non-personalized learning.
7. Limited challenge opportunities.
8. Little differentiation for learning style, ability.
9. Limited remediation/reinforcement within design of courseware.
10. Limited assessment mechanisms for challenge of courses and for diagnostic purposes.

PROPOSED

1. Multimedia alternatives within each course and course module as appropriate.
2. Learning system/network oriented; interactive.
3. Modularized.
4. Built-in self-appraisal and diagnostic assessment.
5. Multi-track with learning sequence options.
6. Individualized learning tracks.
7. Opportunity for challenge at front-end.
8. Learning style and ability alternatives keyed to taxonomic categories.
9. Concept/skill maps with identified support concepts/skills and related instructional activity.
10. Assessment for placement and remediation (challenge and diagnostic tests)

APPENDIX C

DEVELOPMENT PROCESS

CURRENT

1. Largely in-house development.
2. Limited development in partnership with school districts, and other agencies.
3. Limited production of media and software resources to support courseware.
4. Limited use of experts in areas of instructional design learning psychology, evaluation, technology, and media.
5. Limited validation of curricular programs.

PROPOSED

1. Internal and external development; broker role.
2. Increased partnership with school jurisdictions and other correspondence institutions involved in independent learning program development.
3. Greater in-house production, or acquisition; increased licensing arrangements.
4. Development of courseware using instructional design teams integrated with subject area specialists, learning theorists, evaluation/assessment experts, and specialists in technology and media.
5. Validation process involving review by Curriculum Design, Curriculum Support, Student Evaluation and Records Branches; field validation involving students.

APPENDIX D

DELIVERY OF DISTANCE LEARNING COURSEWARE

CURRENT

1. Primarily mail-oriented.
2. Primary clients are individual students.
3. Limited use of telecommunication systems and technology (i.e., teleconferencing, telewriters, satellite, on-line delivery) in interactions with students.
4. Limited marketing of products and services nationally and internationally.
5. Limited distribution and use of products and services to schools/school districts as an alternative to conventional textbased programs.
6. Primarily centralized service.

PROPOSED

1. Diversity of delivery modes including mail, satellite and on-line digitized systems.
2. Broadening of clients to include individual students, schools and school systems, and distance education consortia involving two or more districts.
3. Increased use of teleconferencing bridges, telewriters and on-line digitized delivery.
4. Expansion to include national and international markets.
5. Increased application of ACS products and services to regular schools involved in alternative schooling (e.g., Bishop Carroll)
6. Increased diversity of centralized and decentralized services.